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ABSTRACT

The Scottwood Plan is an instructional and organizational innovation involving block scheduling with extended class periods, increased emphasis on creative arts, teacher specialization, and team planning across subject areas. Participating in the Plan, which was put into operation during the 1970-71 school year at Scottwood Elementary School, were 181 5th and 6th grade pupils, along with their teachers and the school staff. The report includes an assessment of student achievement during the year and an evaluation of the program by participating students and their parents at the conclusion of the pilot program. The report first presents an overview of the Scottwood Plan and describes its objectives and instructional and organizational features. It next describes the procedures used to assess student achievement and those used by parents and students to evaluate the program. A final section presents a discussion and a summary of the results. (Figure 2 on page 4 may reproduce poorly.) (Author/DN)

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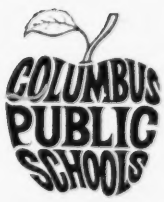

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EVALUATION OF THE

SCOTTWOOD PLAN

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December, 1971

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INTRODUCTION

This report presents an evaluation of the Scottwood Plan, an instructional and organizational innovation, involving 181 fifth and sixth grade pupils and their principal, teachers, and counselor at the Scottwood Elementary School from September 1970 to June 1971. The report includes an assessment of student achievement during the year and an evaluation of the program by participating students and their parents at the conclusion of the pilot project.

The report is divided into four parts. The first section presents an overview of the Scottwood Plan and describes the objectives and the instructional and organizational features of the Scottwood Plan. The second section describes the procedures used for assessing student achievement and for the parent and student evaluations. The third part includes the results of the evaluation. The final section presents a discussion and a summary of the results.

BACKGROUND

The Scottwood Plan had its genesis in the spring of 1970 in a series of meetings between the principal and a group of fifth and sixth grade teachers of the Scottwood Elementary School and resource persons from the Division of Instruction and Department of Evaluation, Research and Planning. Goals, program elements, and grade level organization were discussed with supervisors of language arts, science, mathematics, physical education, art, music, and pupil services. The resulting program was designated a pilot project by the Department of Instruction for the 1970-71 school year.

DESCRIPTION OF PROGRAM

During 1970-71 the Scottwood Elementary School had a professional staff of 26 including supplementary reading and mathematics teachers and half-time art, music and physical education teachers and a counselor and a student population of 565 enrolled in kindergarten to sixth grade. The Scottwood Plan was a special project which involved only fifth and sixth grade children and their teachers with the part-time assistance of the counselor assigned to the building.

Block scheduling with extended class periods, increased emphasis on creative arts, teacher specialization, and team planning across subject areas were main features of the Scottwood Plan. Figure 1 depicts the fifth and sixth grade planning unit with special resource persons indicated within dotted lines. Every teacher participating in the program at Scottwood taught both fifth and sixth grade students and worked as a member of a team which planned school experiences and attempted to solve problems involving all fifth and sixth grade children. Each of the seven classroom teachers except the teacher-coordinator specialized in one area of the curriculum. The three

subject areas thus covered were language arts, mathematics, and social environment. Language arts included reading, spelling, and oral and written language. Social environment included social studies and science. A period of independent study was provided for practice in arithmetic. All classroom teachers were full-time members of the Scottwood staff.

Three creative arts teachers and the counselor provided half-time services to the program and were considered an integral part of the school planning unit. Instructional activities in art, physical education, and music were coordinated with instructional activities in other subject areas. Special interest activities planned jointly by classroom teachers and special teachers were scheduled each Friday afternoon. These activities included model construction, choir, dramatics, chess, sewing, art, and physical education. At the culmination of curriculum units, assembly programs for the entire school involving both grades were also planned jointly by classroom and special teachers.

Each regular classroom teacher was assigned to teach three periods per day and had one period per day for planning. Planning periods for teachers of the same subject were scheduled at the same time. The team as a whole met formally twice a week on Monday evenings after school and Friday mornings for group discussion and planning. The teachers' schedule for a typical week is presented in Figure 2.

All 181 students enrolled in fifth and sixth grades at the Scottwood School participated in the Scottwood Plan. Table I shows the number of boys and girls at each grade level at the beginning of the school year. Fifth grade students were divided into three classes and sixth grade students into four. Grade distinctions were maintained for all scheduled classes, but not for lunch time or physical education activities, Friday afternoon classes or special programs wnere interest was the major criterion for assignment.

Figure I

The Planning Unit
For The Scottwood Plan

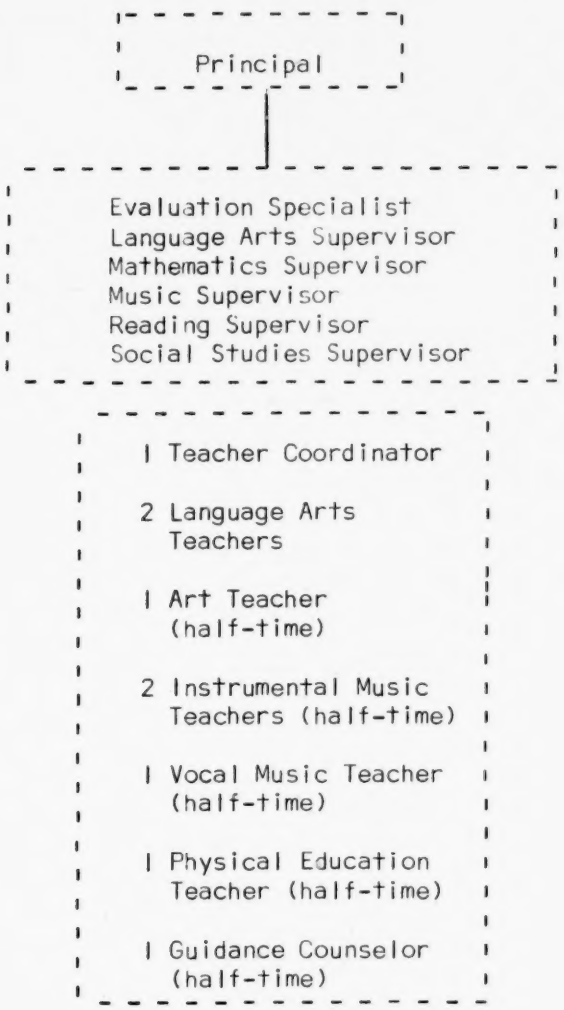

FIGURE 2

Scattered Plan Teachers' Schedule

Time Schedule	Lang. Arts Section I	Social Environment Section II	Math and Measurement Studies Section III	Creative Arts (Music, Art, Phys.Ed.) Section IV	Teacher-Coordinator Schedule Section V
8:45	Home Room Guidance	Home Room Guidance	Home Room Guidance	Home Room Guidance	Home Room Guidance
9:00	Classes - 1 & 2	Classes - 3 & 4	Classes - 5 & 6		Class 7 (Lang.Arts)
11:00	Classes - 3 & 4	Classes - 5 & 6	Classes - 1 & 2		Class 7 (S. Environ.)
11:45	Lunch	Lunch	Lunch	Lunch	Lunch
1:00		Classes - 1 & 2	Classes - 3 & 4	Classes - 5 & 6	Class 7 (Creative Arts)
2:15	Classes - 5 & 6			Classes - 1 & 2 (Music) 3 & 4 (Art)	Class 7 (Math. - Meas. - Studies)

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TABLE 1

STUDENT POPULATION OF THE
SCOTTWOOD PLAN BY SEX AND GRADE

	Fifth Grade	Sixth Grade	Totals
Boys	28	71	99
Girls	43	39	82
Totals	71	110	181

Children were assigned randomly to classrooms within grade levels. The daily schedule for children included four 75 minute periods and two 15 minute homeroom or guidance sessions. The latter were scheduled at the beginning and end of the school day.

OBJECTIVES

The major goals of the Scottwood Plan were stated as expected changes in children since the over-arching purpose of the program was to improve educational opportunities for children. As a result of participating in the Scottwood Plan, fifth and sixth grade children were expected to demonstrate

1) significantly greater achievement,
2) better self-concept,
3) improved attitudes toward school,
4) and greater social responsibility.

These goals were to be achieved by means of the organization described above, a set of teacher behaviors, specified below, and a series of program elements which were planned to complement one another. The instrumental objectives were as follows:

1) To promote cooperative planning by teachers of different subject areas including art, music, and physical education teachers

2) To promote cooperative planning by teachers of the same specialty

3) To give teachers time within the school day to plan cooperatively

4) To promote the use of a variety of resources in addition to the adopted texts in teaching such as supplementary text books, audio visual aids, and trips

5) To promote wider use of art, music, and physical education in the curriculum

6) To promote the use of guidance techniques by teachers

7) To utilize guidance services more effectively

Teachers participating in the Scottwood Plan were expected

1) to plan programs and strategies cooperatively,

2) to work together in the implementation of programs and strategies to solve instructional and behavior problems,

3) and to utilize a variety of resources in teaching such as supplementary textbooks and not be limited to one text.

EVALUATION PROCEDURES

The effect of the Scottwood Plan upon student achievement was assessed by comparing actual and normative expected changes on mean grade placement equivalents (GPE) for each of the eight subtests of the Comprehensive Tests of Basic Skills administered to sixth grade students in October, 1970 and April, 1971. These subtests were language mechanics, language expression, spelling, reading comprehension, vocabulary, arithmetic concepts, arithmetic computation, and arithmetic application. All sixth grade students were administered the eight subtests by their teachers in classroom groups in October, 1970, and April, 1971. Raw scores on the subtests were converted to grade placement equivalents and the mean GPE was computed for each subtest. Fifth grade students were not tested as part of the evaluation.

The Parent Questionnaire was initiated to determine the perception of the Scottwood Plan by parents of students participating in the program and parental interest in the continuation of the project. One questionnaire, a cover letter explaining the purpose of the instrument, and a return envelope were mailed to the home of each fifth and sixth grade student in the Scottwood Plan--a total of 181 questionnaires. Twenty-four fifth grade parents (33.8 percent) and 44 sixth grade parents (40.0 percent) returned completed questionnaires. See Table 2.

TABLE 2

PARENT QUESTIONNAIRE RATE OF RETURN

	Mailed	Returned	Percent of Return
5th grade parents	71	24	33.8
6th grade parents	110	44	40.0
Totals	181	68	37.5

In general, responses to the questionnaire are reported in percentages for the total group of parents; however, for those items for which there are great differences in the responses given by fifth and sixth grade parents, percentages for the two groups are reported separately.

The discussion of parent attitudes toward the Scottwood Plan is based upon the responses of the 68 parents who returned questionnaires. Those reading the results should keep in mind the relatively small percent of returns.

Student attitude toward the Scottwood Plan was assessed by means of a 50 item Likert-type scale which was group administered by teachers to all students present on the day of the test administration. A total of 170 students (93.9 percent) completed questionnaires; however, one questionnaire was discarded because all answers were marked improperly. Table 3 presents the number of boys and girls at each grade level completing the instrument.

TABLE 3

NUMBER OF SCOTTWOOD STUDENTS COMPLETING THE STUDENT QUESTIONNAIRE

	Fifth Grade	Sixth Grade	Totals
Boys	25	69	94
Girls	43	33	76
Totals	68	102	170

For data analysis purposes, questionnaires were grouped by grade level and by sex. Ratings, based on an assumed five-point ordinal scale with 5.0 the most positive rating, were computed for each item. The mean rating for each item for each sex and grade level group and the mean rating for each group taking all items together were computed. Results of the student evaluation are presented separately for each group.

RESULTS OF STUDENT ACHIEVEMENT TESTS

Mean grade placement equivalent (GPE) scores for sixth grade students at Scottwood on the eight subtests of the Comprehensive Tests of Basic Skills, Level 2, in October 1970, ranged from 6.0 in spelling to 7.1 in arithmetic concepts. Table 4 presents the mean GPE for both October and April administrations.

TABLE 4

EXPECTED AND ACTUAL CHANGES IN
SIXTH GRADE STUDENT ACHIEVEMENT
OCTOBER, 1970 TO APRIL, 1971

Subtest[a]	Mean GPE October, 1970[b]	Mean GPE April, 1971	Change	Normative Expected Change	Difference
Language -					
Mechanics	6.1	8.7	+2.6	+0.6	+2.0
Expression	6.6	8.3	+1.7	+0.6	+1.1
Spelling	6.0	7.0	+1.0	+0.6	+0.4
Reading -					
Comprehension	6.2	7.3	+1.1	+0.6	+0.5
Vocabulary	6.8	7.4	+0.6	+0.6	0.0
Arithmetic-					
Concepts	7.1	7.6	+0.5	+0.6	-0.1
Computation	6.3	7.1	+0.8	+0.6	+0.2
Application	7.0	7.6	+0.6	+0.6	0.0

[a] The eight subtests of the Comprehensive Tests of Basic Skills, Level 2, published by the California Test Bureau, 1968.

[b] GPE -- Grade placement equivalent.

The normative expected change in grade placement equivalent between October and April was +0.6. At Scottwood, the change in sixth grade achievement for all subtests except three exceeded the expected change by amounts ranging from 0.2 to 2.0. The greatest increase in achievement over the expected amount was in language mechanics (+2.0), followed by language expression (+1.1). The increase over the expected achievement in reading comprehension was +0.5 and in spelling was +0.4. Growth in mean grade placement achievement for vocabulary and arithmetic application was equal to the expected change i.e., no increase over the normative change was demonstrated. Less than six months growth in mean grade placement achievement was noted in arithmetic concepts where the October mean grade placement achievement was 7.1 and April mean grade placement achievement was 7.6. However, both mean grade placement scores in arithmetic concepts were considerably above the national norm (6.0 in October and 6.7) in April) for sixth grade students.

The differences between actual and expected changes were greatest for the three language subtests (ranging from +0.4 to +2.0) and were least for the three arithmetic subtests (ranging from -0.1 to +0.2).

RESULTS OF THE PARENT QUESTIONNAIRE

An overwhelming majority of parents responding to the parent questionnaire indicated satisfaction with the Scottwood Plan and a desire to see the program continued.

Item	Agree or Agree Strongly
26. I am pleased with the Scottwood Plan.	89.7 percent
27. The Scottwood Plan should be continued.	91.1 percent

Also, a majority of parents responding to the questionnaire perceived positive attitudes towards school in their children. The items below are representative:

Item	Agree or Agree Strongly
1. My child who is in the fifth or sixth grade enjoys going to school.	85.3 percent
2. My child likes having a different teacher for each subject.	91.2 percent
6. My child is more enthusiastic about school this year than last.	79.5 percent

Actual student behavior in a number of areas was perceived as improved by smaller percentages of parents who responded. Frequently, the impact of the Scottwood Plan on children in these areas was viewed differentially by fifth and sixth grade parents. For example, 45.8 percent of fifth grade parents responding felt their children read more library books during the year the Scottwood Plan was in effect. Only 38.7 percent of the sixth grade parents noted improvement in this area. About thirty-seven percent of fifth grade parents responding indicated improvement in their children's ability to get along with other children at school. Fifty-two percent of the sixth grade parents noted positive changes in this area. More than a third of the respondents from both parent groups (33.3 percent of fifth grade parents; 43.2 percent of sixth grade parents) indicated uncertainty in response to this item.

Also, parents indicated differences in fifth and sixth grade students' interest in sports and intramural activities and in the Friday afternoon interest clubs; and their appreciation of music; and their tendency to discuss current events at home.

	Disagree or Disagree Strongly (percent)	
Item	5th	6th
15. There doesn't seem to be any difference in my child's interest in games and sports this year.	70.8	59.0

	Agree or Agree Strongly (percent)	
Item	5th	6th
16. My child talks more about current events at home this year than last.	91.7	76.6
17. My child enjoys his Friday afternoon special interest club.	100.0	86.3
18. My child has participated more in school activities such as programs and intramural games this year.	95.8	68.2
20. My child seems to appreciate music more this year than last.	95.9	81.8

There was also considerable disparity in fifth and sixth grade parents' assessment of the effectiveness of the new grade card; perception of their children's learning; and feelings about the importance of continuing the sixth grade trip to Washington.

Item	Agree or Agree Strongly (percent) 5th	6th
22. The sixth grade trip to Washington should be continued.	75.0	93.2
23. It seems to me that my child has learned more this year.	87.5	75.0
25. The new grade card is more meaningful than the previous grade card.	62.5	47.7

TABLE 5

COMBINED RESPONSES OF PARENTS OF STUDENTS PARTICIPATING IN THE SCOTTWOOD PLAN TO THE PARENT QUESTIONNAIRE

N=68	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1. My child who is in fifth or sixth grade enjoys going to school.	0.0 (0)	2.9 [a] (2)	11.8 (8)	48.5 (33)	36.8 (25)
2. My child likes having a different teacher for each subject.	0.0 (0)	4.4 (3)	4.4 (3)	29.4 (20)	61.8 (42)
3. My child reads more library books this year than he did last year.	5.9 (4)	29.3 (20)	26.5 (18)	23.5 (16)	17.6 (12)
4. I feel I have a good understanding of how the Scottwood Plan works.	4.4 (3)	4.4 (3)	11.8 (8)	44.1 (30)	35.3 (24)
5. My child has had trouble adjusting to having several teachers for language arts, social-environment and math.	66.2 (45)	23.5 (16)	5.9 (4)	2.9 (2)	1.5 (1)
6. My child is more enthusiastic about school this year than last.	2.9	2.9	14.7	41.3	38.2
7. My child doesn't talk much about his school experiences this year.	36.8 (25)	30.9 (21)	20.6 (14)	8.8 (6)	2.9 (2)
8. My child spends more of his spare time at home this year drawing, painting or on other art activities.	16.2 (11)	27.9 (19)	27.9 (19)	17.7 (12)	10.3 (7)
9. My child is not as eager to come to school this year as last.	44.1 (30)	38.2 (26)	11.8 (8)	4.4 (3)	1.5 (0)
10. I have been to visit Scottwood School more often this year than last.	8.8 (6)	22.1 (15)	44.1 (30)	20.6 (14)	4.4 (3)
11. My child would rather have one teacher than several teachers.	50.0 (34)	27.9 (19)	5.9 (4)	4.4 (3)	11.8 (8)
12. This year my child does his home-work more often without being prodded.	2.9 (2)	10.3 (7)	32.4 (22)	30.9 (21)	23.5 (16)

[a] Responses are given in percentages with frequencies in parentheses.

TABLE 5

COMBINED RESPONSES OF PARENTS OF STUDENTS PARTICIPATING IN THE SCOTTWOOD PLAN TO THE PARENT QUESTIONNAIRE

N=68	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
13. My child gets along with other boys and girls at school better this year than last.	2.9 (2)	5.9 (4)	47.1 (32)	25.0 (17)	19.1 (13)
14. I don't really hear as much about what is going on at school this year.	33.8 (23)	27.9 (19)	25.0 (17)	10.3 (7)	2.9 (2)
15. There doesn't seem to be any difference in my child's interest in games and sports this year.	35.3 (24)	27.9 (19)	19.1 (13)	13.2 (9)	4.4 (3)
16. My child talks more about current events at home this year than last.	1.5 (1)	2.9 (2)	11.8 (8)	45.6 (31)	38.2 (26)
17. My child enjoys his Friday afternoon special interest club.	0.0 (0)	1.5 (1)	7.4 (5)	30.9 (21)	60.2 (41)
18. My child has participated more in school activities such as programs and intramural games this year.	2.9 (2)	8.8 (6)	10.3 (7)	42.7 (29)	35.3 (24)
19. My child enjoys music more this year than last.	0.0 (0)	4.4 (3)	7.4 (5)	33.8 (23)	54.4 (37)
20. My child seems to appreciate music more this year than last.	0.0 (0)	4.4 (3)	8.8 (6)	38.2 (26)	48.6 (33)
21. My child shows more interest in reading the newspaper this year than last.	1.5 (1)	10.3 (7)	27.9 (19)	25.0 (17)	35.3 (24)
22. The sixth grade trip to Washington should be continued.	1.5 (1)	1.5 (1)	8.8 (6)	14.7 (10)	72.1 (49)
23. It seems to me that my child has learned more this year.	1.5 (1)	1.5 (1)	17.6 (12)	41.2 (28)	38.2 (26)
24. My child is more interest in learning than in grades.	2.9 (2)	16.2 (11)	32.4 (22)	30.9 (21)	17.6 (12)
25. The new grade card is more meaningful than the previous grade card.	13.2 (9)	13.2 (9)	20.6 (14)	30.9 (21)	22.1 (15)

TABLE 5

RESPONSES OF PARENTS OF STUDENTS PARTICIPATING
IN THE SCOTTWOOD PLAN TO THE PARENT QUESTIONNAIRE

N=68	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
26. I am pleased with the Scottwood Plan.	1.5 (1)	1.5 (1)	5.9 (4)	33.8 (23)	55.9 (38)
27. The Scottwood Plan should be continued.	1.5 (1)	0.0 (0)	7.4 (5)	33.8 (23)	57.3 (39)

STUDENT EVALUATION OF THE SCOTTWOOD PLAN

The mean rating of aspects of the Scottwood Plan by fifth and sixth grade boys and girls, taking all items in the student questionnaire together ranged from a high of 4.19 for fifth grade girls to 3.51 for sixth grade girls. Table 5 presents ratings for the student questionnaire. The mean rating by sixth grade boys was higher than that of sixth grade girls, however, this difference (.26) was not great. By contrast, the mean rating of items by fifth grade girls was higher by .54 than that of fifth grade boys.

When separate items are examined, it can be noted that fifth grade girls did not consistently rate all items higher than other groups. Fifth grade boys rated items about the Friday afternoon clubs (4.72 versus 4.60) and preferences for more than one teacher (4.76 versus 4.65) higher than fifth grade girls. Sixth grade girls and boys rated items on enjoyment of creative arts classes, school achievement this year, ability to make friends, and, on being grown up higher than fifth grade girls.

Item		Fifth		Sixth	
		Girls	Boys	Girls	Boys
12.	I haven't learned that much this year.	4.02	4.16	3.39	4.25
19.	I am bored in my Friday afternoon special activities club.	4.60	4.72	4.48	4.68
28.	It is good to be grown up compared to kids in 1st, 2nd, 3rd, and 4th grades.	4.51	4.40	4.67	4.50
36.	Music, art, and physical education aren't really much fun.	4.00	4.23	4.21	4.10

On the other hand, fifth grade girls, with 17 items above 4.40 had more high items than any of the other groups.*

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* 4.40 was arbitrarily set as a cut-off for high ratings because the distribution of ratings above 4.00 for students appeared to be bimodal with the higher mode at 4.40.

TABLE 6

MEAN RATINGS OF ITEMS IN STUDENT QUESTIONNAIRE
BY GRADE LEVEL AND SEX

Item	5th Girls	5th Boys	6th Girls	6th Boys	MEAN
1. I am looking forward to Junior High School.	4.47[a]	4.56	4.52	4.41	4.49
2. I enjoy having 4 teachers during the day.	4.70	4.08	3.75	3.97	4.13
3. School has been more fun this past year.	4.58	3.88	3.33	3.99	3.95
4. We do more exciting things this year.	4.86	4.60	4.42	3.88	4.44
5. I like to work on projects in school.	4.42	4.12	3.72	3.72	3.99
6. School work is too difficult to be fun.	4.28	3.48	3.52	3.79	3.77
7. This year I see how various subjects relate to each other.	3.86	3.36	3.27	3.62	3.53
8. I enjoy the Friday afternoon special activities clubs.	4.54	4.32	4.00	4.40	4.32
9. I enjoy activities such as music, art and physical education.	4.95	4.48	4.73	4.06	4.56
10. I look forward to school each day.	4.02	3.48	2.73	2.94	3.29
11. Class discussions are boring.	3.84	3.76	3.18	3.46	3.56
12. I haven't learned that much this year.	4.02	4.16	3.39	4.25	3.96
13. I'm not very happy in school.	4.42	4.12	3.69	4.03	4.07
14. I haven't made many friends this year.	3.95	3.20	4.33	4.31	3.95
15. I cooperate in school only because I have to.	4.33	3.44	3.91	3.81	3.87
16. I feel happy in school.	4.07	3.16	2.75	3.06	3.26
17. I've enjoyed writing much more this past year.	3.93	3.28	2.91	3.07	3.30
18. Moving from class to class is fun.	4.53	4.24	3.61	3.99	4.09

[a]Based on an assumed five-point ordinal scale with 5.0 the most positive rating.

TABLE 6

MEAN RATINGS OF ITEMS IN STUDENT QUESTIONNAIRE
BY GRADE LEVEL AND SEX

Item	5th Girls	5th Boys	6th Girls	6th Boys	MEAN
19. I am bored in my Friday afternoon special activities club.	4.60	4.72	4.48	4.68	4.52
20. Even though my parents are interested, I seldom tell them about school.	4.00	2.68	4.06	3.35	3.52
21. I seldom read in my spare time.	3.56	3.40	4.03	3.46	3.61
22. I really don't like moving from class to class.	4.63	3.56	4.00	4.32	4.13
23. School work is hard but fun.	3.74	3.72	2.70	3.04	3.30
24. My teachers are nice.	4.23	3.72	4.51	3.82	4.07
25. I enjoy participating in class discussion.	3.98	3.36	3.18	3.50	3.50
26. I would prefer one teacher, rather than four teachers.	4.65	4.76	4.21	4.40	4.50
27. I don't really feel encouraged to write.	3.91	3.52	3.52	3.50	3.61
28. It is good to be grown up compared to kids in 1st, 2nd, 3rd and 4th grades.	4.51	4.40	4.67	4.50	4.52
29. I learned a lot this year.	4.74	4.56	3.39	4.06	4.06
30. I've made many friends this year.	4.21	4.12	3.91	4.06	4.08
31. Mom and Dad have to push me to do my homework.	4.40	3.24	4.21	3.99	3.96
32. I really don't like cooperating with the other kids.	4.05	3.96	4.00	4.31	4.08
33. I like working on homework.	3.16	2.16	2.36	2.04	2.43
34. Mom and Dad don't have to help me very much with homework.	2.84	3.44	2.85	3.23	3.09
35. There are not many exciting things going on in this school.	4.07	3.96	3.70	3.82	3.89

TABLE 6

MEAN RATINGS OF ITEMS IN STUDENT QUESTIONNAIRE
BY GRADE LEVEL AND SEX

Item	5th Girls	5th Boys	6th Girls	6th Boys	MEAN
36. Music, art and physical education aren't really much fun.	4.00	3.24	4.21	4.10	3.89
37. I like cooperating with teachers.	4.26	3.80	3.18	3.60	3.71
38. I like cooperating with other students.	4.37	3.92	4.00	3.85	4.04
39. I like telling my parents about school.	4.21	3.56	3.30	3.28	3.59
40. I really don't like class discussions.	4.12	4.32	3.45	3.87	3.94
41. I like to read in my spare time.	3.67	3.12	3.15	2.57	3.10
42. I feel better about myself this year.	4.35	4.04	3.58	3.74	3.98
43. This past year, school has been less fun than it used to be.	4.47	4.04	3.85	4.44	4.20
44. I am not willing to express my opinions in school.	4.12	3.80	3.73	3.76	3.86
45. I've had a better year this year.	4.47	4.40	3.70	3.97	4.14
46. Mom and Dad help me with my homework.	3.49	4.16	3.97	3.50	3.78
47. I'm worried about going to Junior High School.	3.98	3.76	3.76	3.85	3.84
48. Sometimes I think the 4th graders have more fun than we do.	4.26	3.44	3.42	3.62	3.69
49. Things have gone better for me this year.	4.42	3.84	3.58	3.88	3.83
Mean rating for all items	4.19	3.65	3.51	3.77	

The highest rating given an individual item by a group was 4.95 for item 9 by fifth grade girls -- I enjoy activities such as music, art, and physical education. Using the arbitrary cut-off of 4.40 again, six items were rated high by boys and girls in both fifth and sixth grades. These items are included in Table 7.

TABLE 7

ITEMS RATED HIGH BY ALL STUDENTS

Mean Rating For All Students	Item
4.49	1. I am looking forward to Junior High School.
4.44	4. We do more exciting things this year.
4.56	9. I enjoy activities such as music, art, and physical education.
4.52	19. I am bored by my Friday afternoon special activities clubs.
4.50	26. I would prefer one teacher, rather than four teachers.
4.52	28. It is good to be grown up compared to kids in 1st, 2nd, 3rd and 4th grades.

The most negative rating for all groups together was 2.43 for item 33 -- I like working on homework. Other items receiving negative ratings, taking all groups together, were item 34 -- Mom and Dad don't have to help me very much with my homework (3.09) -- and item 41 -- I like to read in my spare time. (3.10). Fifth grade boys rated communication with parents low (2.68) and both sixth grade girls and boys gave somewhat negative ratings to items 10 and 16.

On the other hand, there is a discrepancy in the responses of sixth girls to items 13 and 16. Item 13 is similar to item 16, but item 13 is stated negatively.

Item	Fifth Girls	Fifth Boys	Sixth Girls	Sixth Boys
10. I look forward to school each day.	4.02	3.48	2.73	2.94
13. I'm not very happy in school.	4.42	4.12	3.69	4.03
16. I feel happy in school.	4.07	3.16	2.75	3.06

As reported earlier, however, sixth grade girls had the lowest mean rating taking all items together -- 3.51 a rating which is 1.68 lower than the highest rating of 4.19 by fifth grade girls.

DISCUSSION

In five out of eight subtests of the Comprehensive Tests of Basic Skills, sixth grade students at Scottwood showed greater than expected achievement growth from October to April. As indicated in Table 4, students appeared to have made the greatest strides in language and reading comprehension and the least in arithmetic, particularly computation. Overall mean grade placement achievement for sixth grade Scottwood students was above national norms (6.7) for each subtest, ranging from 7.0 in spelling to 8.7 in language mechanics in April. The limited evaluation does not provide an explanation of differences in rates of change or in the final achievement levels, particularly in the language areas and reading comprehension. It is quite possible that the varied and greatly enriched program provided many opportunities for the development of verbal abilities.

Parental attitude toward the Scottwood Plan was generally positive as measured by the responses of 68 parents to a majority of the items on the Parent Questionnaire. On the whole, parents responding were satisfied with the program and felt that the Plan should be continued. Furthermore, a majority of both fifth and sixth grade parents felt the sixth grade trip to Washington should be repeated although a larger number of fith than sixth grade parents expressed some reservation about the advisability of continuing to make the trip. According to their parents, children participating in the program adjusted well to having more than one teacher for core subjects. In fact, a majority of parents perceived fifth and sixth grade students as achieving better and as being more enthusiastic about school during the duration of the Scottwood Plan. Parents of fifth grade students especially felt there was an increase in student interest in and willingness to talk about current events, and participation in sports. Both groups of parents noted greater interest in and appreciation of music.

Parents were somewhat equivocal about the meaningfulness of the new grade cards and the effect of participation in the Scottwood Plan on relationships of students to one another.

Finally, on the basis of questionnaire responses, the Scottwood Plan did not appear to increase parent involvement in the school. However, parents responding seemed to understant the project. Perhaps, the children's tendency to discuss their school activities together with written communications from the school provided knowledge about the Plan which responding parents deemed sufficient. Approximately 53 parents attended a series of meetings about the Scottwood Plan during March, 1971. In some cases, these meetings may have increased parent knowledge about the Scottwood Plan although parents responding to the questionnaire did not indicate that there was increased involvement on their part in school activities.

Parent assessment of student attitude is supported generally by student evaluation of thePlan. Students reported that school was more exciting, that they enjoyed having more than one teacher and that they liked the Friday afternoon special interest clubs. In addition, students reported favorable attitudes in areas not evaluated by parents such as feelings about self and anticipation of junior high school. A strong negative attitude was revealed toward homework. Also, it seems evident that the Scottwood Plan did not have similar impact in all areas of school life and upon all students from the neutral rating given school work in general and reading and writing in particular. Sixth grade girls and boys showed some dissatisfaction with school as indicated by their responses to items about their feelings toward school. According to mean ratings for all items, sixth grade girls were most negative about the project and fifth grade girls were most positive. Sixth grade boys followed fifth grade girls in positive evaluations.

SUMMARY AND RECOMMENDATIONS

Scottwood Elementary School parents who responded to the questionnaire viewed most aspects of the Scottwood Plan positively and supported enthusiastically the continuation of the program, particularly the overall organization, the trip to Washington and the enhanced music, art and physical education programs. Parents reported favorable attitudes, improved achievement, and good adjustment of their children to the organizational changes that were a part of the Scottwood Plan; however they did not view the project as having changed their children's attitudes toward other pupils.

A considerable number of parents offered some reservations about the effectiveness of the new grade card.

Sixth grade students made great strides in achievement in several curriculum areas.

On the whole, students participating in the Plan indicated satisfaction with the new organization. Students especially enjoyed moving from class to class and having more than one teacher for core subjects. There was variance in the overall evaluations given by boys and girls at the two grade levels. Fifth grade girls appeared to be most satisfied and sixth grade girls seemed to be least satisfied. Students generally gave strongly positive

evaluations of the strengthened creative arts program and of the special activities component of the Plan.

It is recommended that the Scottwood Plan be continued. On the basis of parent uncertainty about the effectiveness of the new grade card, it is suggested that a study be made of reporting methods by a joint committee of parents and the representatives of the school staff. The somewhat negative attitude of students toward homework, reading and writing imply a need for study of instructional method and the curriculum in these areas. The overwhelming support of parents and students for the music program and the special activities sponsored during the year supports special consideration for the continuation in 1971-1972 of these programs as organized during the 1970-1971 school year.

APPENDIX A

Evaluation Timeline
Scottwood Plan
1971-1972

	1971				1972		
	March	June	September	January	March	June	September
	. . . .	Development Phase (Pilot Year)	. . . .	. . . .	Demonstration Phases	. . . . .	
Achievement Tests			Pretest			Posttest	
Reading		(S)	(S)			(S)	
Language Arts		(S)	(S)			(S)	
Mathematics		(S)	(S)			(S)	
Social Studies			(S)			(S)	
Attitude Scale		(S)	(S)			(S)	
		(P)					
Teacher Time-Use Questionnaire		(T)					
Reports			Interim				Final

(S) - Students
(P) - Parents
(T) - Teachers